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"The child feels himself clever just in proportion as he is able so to frame his plea that it secures his end. . . . . Out of these homely, universal experiences of childhood it is possible to build up in the mind of the pupil a very fair notion of the nature and the use of literary workmanship; a notion, moreover, which is at once sound in principle and entirely adequate as a working basis." (p. 210).

WILLIAM MORSE COLE

Experimental Physiology and Anatomy for High Schools. By W. H. EDDY. New York: American Book Co., 1906. Pp. 112. $0.60.

"This book has been prepared," to quote from the author's preface, "in an effort to call attention to the great field which this subject presents for laboratory study." Any laboratory guide which shows, as this one does, in a practical and teachable way, how the study of physiology may give practice in the scientific method of study deserves recommendation. It meets the requirements of the New York State Syllabus and probably the entrance requirements of any university in the country. Its seventy-two exercises are arranged under the following topics: preliminary exercises, introductory exercises in physics and chemistry, study of nutrients, study of foods, histological studies, principles of digestion, organs and processes of digestion, blood circulation and the blood system, the body skeleton, muscles and motion, respiration, excretion, nervous system, special senses, bacteria.

The spirit of the book is excellent and it offers to the pupil aid in becoming a self-reliant doer and thinker. It must be confessed that the book is usable in its entirety, only in the best-equipped high schools. The studies require microscopes, histological preparations, glassware, and reagents in abundance. However, the subject deserves the equipment, and it is well for the high schools everywhere to receive the impetus which such books give.

In the belief that criticisms made in good faith will be appreciated by the author, the following are selected:

The use of out-of-date nomenclature for chemical compounds is to be deplored. For example (p. 15), carbon dioxide is called "carbonic acid gas." It would be quite as unilluminating to speak of hydrogen chloride as "hydrochloric acid gas." "Phosphate of lime" and "chlorate of potash" are other examples. On some pages (p. 13) the nomenclature is mixed. Neither should a compound receive a name which does not distinguish it from related compounds (p. 19, "oxide of phosphorus," etc.). The author must have discovered that young pupils acquire the correct usage quite as easily as the other.

The practice of determining the *proportions* of the gases in the air by the method employed in Experiment 9 should be abandoned as too inexact even for high-school pupils. There are too many questions throughout the book which can be answered at random by "Yes!" or "No!" and altogether too frequently do the parenthetical notes render it unnecessary for the pupil to make thoughtful observations; for example, pp. 14, 15, 17, 24, 48, 50, 60, 61, 63.

The following (p. 22) is a doubtful statement: "The electric current has broken the compound—water—into its two parts, hydrogen and oxygen." That was the theory of Grotthuss in 1805.

Should the word "digestion" be applied (as on p. 65) to the solution of soluble salts in the digestive tract? Does not digestion always involve some chemical change effecting the molecules of the food?

CHICAGO NORMAL SCHOOL GRANT SMITH